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ABSTRACT

This report presents the results of a study that was conducted to determine the extent and types of international education programs offered in the Florida Community College System (FCCS). The study provides an overview of the structure and content of international education travel programs offered by each college. Institutional and business partnerships, international consortia memberships, and international development initiatives are also discussed. A survey on international education programs was distributed to all 28 community colleges. An in-depth case study of the Seville, Spain program offered by Broward Community College was conducted. Survey results indicated sixty-seven different international travel courses or programs in at least seventeen countries. Nine major sections are included in the report: (1) international education travel programs in Florida's community colleges; (2) program structure; (3) consortium membership; (4) international development initiatives; (5) Florida linkage institutes; (6) faculty development; (7) case study of Seville, Spain program; (8) issues for consideration; and (9) summary. Appendices include FCCS international education program offerings, linkage institute contact list, support organizations for global education, and study abroad program review survey. (Contains 14 references.) (RDG)

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PUTTING MINDS TO WORK

FLORIDA COMMUNITY COLLEGE SYSTEM

JC000349

International Education Study Abroad Programs

A Level I Review

State Board of Community Colleges

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January 2000

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

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EXECUTIVE SUMMARY

The mission of the Florida Community College System with respect to international education is to (1) provide opportunities to gain an understanding of the social, political, and economic issues of other countries, and through this increased awareness be prepared to compete in the global marketplace; (2) promote international education at a level consistent with the needs of a rapidly changing world; and (3) work to support and encourage expansion of appropriate international education activities provided by Florida community colleges.

This statement demonstrates recognition that in a global business society, a valuable quality of a potential employee is the understanding of a diversity of cultures, perspectives and languages. Several incentives exist that make involvement in international development programs attractive to community colleges. One of these relates to the potential individual benefits experienced by student and faculty participants of international education programs. Another incentive is an enhanced understanding of other cultures and societies by students who are future leaders of American society. A third incentive was stated previously: the accelerated need for a skilled workforce within an expanding global economy. As we move into the twenty-first century, our state's community colleges have an obligation to provide students with skills that will meet our economy's needs. Study abroad and other international education programs accomplish that objective.

This Level I program review was conducted to determine the extent and types of international education programs offered by Florida community colleges. The study provides an overview of the structure and content of international education travel programs currently being offered at each institution. In addition, institutional and business partnerships, international consortia memberships, and international development initiatives are explored and discussed. Analysis of the information collected produced several issues that the Community College System may want to consider in future planning of these types of programs.

TRAVEL PROGRAMS

The survey results indicated that sixty-seven different international education travel courses or programs are being administered and three are in the developmental stages at twenty community colleges in Florida. Another institution is currently in the process of developing a program. These experiences offer programs in at least seventeen different countries.

The delivery method varies depending upon the purpose or educational goal of each program offering. The most common methods of program structure or delivery include: (1) Study abroad experiences in which students go to a campus in another country for a semester or year and take a full schedule of general courses; (2) Cultural enrichment seminars in which students take a history or humanities course on campus and culminate the study by participating in a short tour of countries; (3) Cultural or language immersion courses that are specific to the country in which the experience takes place; (4) Topical programs

focused on a specific subject area not necessarily related to the country being visited, but that provide students with an international perspective of that subject area; (5) Internship projects which provide student with experience in working in another country or with an international organization; (6) Unique non-traditional specialized programs that are country-specific; and (7) Continuing education travel programs that are offered to non-degree seeking as well as degree seeking students.

Program costs are primarily supplied by the institutions and the student participants, although some institutions provide scholarship incentives to students. Student costs vary from $215 to $7500, depending upon the program length, location, focus, and components. Student financial assistance is available for programs in which students are taking a full-time course load through standard financial aid sources.

Each of the institutions report significant student and faculty outcomes or benefits from involvement in international education experiences. Outcome areas indicated by the surveys include increased cultural awareness and appreciation, academic proficiencies such as a deeper understanding of global historical and political issues, and personal development skills such as confidence and values clarification.

PROGRAM STRUCTURE

Of the twenty-one institutions which offer some type of international education program or course, eight have a single office which coordinates all program offerings. Several institutions employ one full-time International Education director who actually oversees and administers all programs with assistance from faculty and other staff. Other institutions with a centralized office incorporate the coordination of international education programs within the duties of an academic or instructional vice president, but each international education/study abroad experience offered within the institution is administered by a separate faculty or staff member. Eleven institutions report that international study programs are planned and administered by a variety of departments and faculty members within those departments. Many of the smaller institutions have very few or no program offerings at all and those that they offer may not be of the same magnitude as the opportunities at some of the larger institutions simply because of lack of resources and student interest.

The reporting structure of international education programs also varies among institutions. While most international education programs are housed within Academic or Instructional Affairs, the coordinators of such programs report to a variety of supervisors.

CONSORTIUM MEMBERSHIP

Two international education consortia emerged as the predominant choices of those institutions which reported such involvement. One of these is the College Consortium for International Studies (CCIS), a non-profit, membership organization of more than 150 public

and private accredited colleges and universities in the United States. CCIS member institutions sponsor a variety of programs, notably study abroad programs and professional development seminars for faculty and administrators. The Florida community colleges which report involvement in this organization are Broward Community College, Indian River Community College, Miami-Dade Community College, and Valencia Community College.

The other consortium is Community Colleges for International Development (CCID). Unlike CCIS, CCID is an organization specifically designed with community colleges as the focus of international educational and economic development efforts. CCID is "dedicated to strengthening colleges and their communities through international education for economic and human resource development." According to consortium reports, CCID colleges are engaged in economic development activities in over 35 different countries, enroll more than 750,000 students and offer over 300 technical/vocational programs. CCID also has access to more than 9,000 faculty and staff for international development projects and operate worldwide faculty exchanges.

FCCS institutions which are currently involved in CCID include member institutions Daytona Beach Community College, Florida Community College at Jacksonville, and Hillsborough Community College and affiliate institutions Brevard Community College, Broward Community College, Indian River Community College, Miami-Dade Community College and Valencia Community College.

Institutions within these organizations cite many benefits to consortium membership including increased program offerings, confidence that program offerings are properly accredited, and professional and faculty development opportunities.

INTERNATIONAL DEVELOPMENT INITIATIVES

International development initiatives are considered key elements in meeting workforce needs and creating global partnerships. Thirteen of the community colleges report involvement in some type of international economic or educational development program. These include technical assistance contracts with overseas institutions, workforce development partnerships, educational development initiatives through Linkage Institutes, sister school programs, and internship opportunities.

The International Linkage Institute Program established in 1986 by the Florida Legislature supports the concept of international development. Each of the eleven Institutes created through this program are jointly administered by one or more state universities in partnership with a state community college. They include: Florida-East European, Florida-Brazil, Florida-China, Florida-Japan, Florida-Costa Rica, Florida-France, Florida-West Africa, Florida-Mexico, Florida-Caribbean, Florida-Israel, and Florida-Canada Linkage Institutes. They are each allowed to award a specified amount of equivalent FTE's in exemption of non-resident portion of tuition to international students on F-1 visas from the partnership countries.

ISSUES FOR CONSIDERATION

Several issues for consideration emerged from the collected data. These include: (1) Seek enhanced funding and support for international education programs and the Linkage Institutes; (2) Improve record maintenance of all programs with a focus on providing information on benefits to legislative bodies in the future; (3) Seek more partnerships with businesses that may be willing to provide financial support for economic development endeavors and international and global business experiences through scholarships and internships; (4) Continue to expand international economic development initiatives; (5) Provide support for administrative personnel so that expansion of programs may take place; (6) Provide a more centralized administration of programs in each institution. Current program administrators may continue to administer programs but with a person who collects and maintains information from each administrator in a centralized location; (7) Provide further and more in-depth study of international economic development programs. Because this program review was primarily concerned with the international education travel programs, more in-depth exploration of economic development programs that are being administered by the community colleges is necessary. Many of these programs are in their infancy, and it would be helpful to program administrators or interested potential administrators to become more familiar with the types of programs that are in existence.

SUMMARY

Many of the institutions in the Florida Community College System have embraced the concept that a postsecondary education system must provide Floridians with the ability to acquire a greater understanding and appreciation of the multicultural nature of society in an increasingly interdependent world. They have sought to develop opportunities through which students may expand and improve their awareness of other cultures. International education program types and structures vary in response to the unique need and resources of each community college. Although the community colleges vary widely in their resources and ability to develop such programs, initiatives are under way to enhance capabilities through business and institutional partnerships. The consistent feature in each of the programs is its potential for benefits to the individual and society. A continued commitment to international education by the community colleges will result in long-term benefits that will allow Florida to be a leader in the global society of the twenty-first century.

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PREFACE

Section 240.312, Florida Statutes, requires that periodic program reviews be conducted for the Florida Community College System. To meet this requirement, the State Board of Community Colleges has chosen a "Level I" program review to collect, assess, and display information regarding the international study abroad programs being conducted within the Florida Community College System.

Several incentives exist that make involvement in international education programs attractive to community colleges. One of these relates to the potential individual benefits experienced by student and faculty participants of international education programs. Participants have reported improvement in such areas of personal development as critical thinking skills, self-esteem, self-confidence, and adaptability. Another incentive is an enhanced understanding of other cultures and societies by students who are future leaders of American society. A third incentive is the accelerated need for a skilled workforce within an expanding global economy. The Florida Community College System must begin to provide programs to train this workforce and meet the needs of its business partners.

The following report is an overview or preliminary analysis of the types of international education programs that are administered by Florida's community colleges. The review presents valuable information for administrators who are interested in creating their own programs or in enhancing or expanding those already in place. It also provides a preliminary depiction of the types of international development partnerships that will serve as a basis for a future program review in this growing area.

Special thanks go to Dr. Robert Vitale of Miami-Dade Community College and Dr. William Greene of Broward Community College for their willingness to provide direction and background information for this program review.

INTERNATIONAL EDUCATION/STUDY ABROAD PROGRAMS

INTRODUCTION

In a society which mandates that organizations must become increasingly more global in order to be successful, a valuable quality of a potential employee is the understanding of a diversity of cultures, perspectives and languages. "One of the most effective ways to increase U.S. understanding of other languages and cultures and to improve our ability to function effectively in this interdependent world is to provide individuals with opportunities to study abroad" (NAFSA, p. 1). In order to meet the needs of the global economy, U.S. college students are choosing to study abroad more than ever before. According to the Institute of International Education (IIE) 1997/98 Annual Report, in the past year, 99,448 students are reported as having received credit for international study, an 11.4% increase from 1997 and nearly double the number reported a decade ago.

Many community colleges have responded to community and business needs for a globally educated workforce. Institutions that had formerly left study abroad programs to their upper division counterparts have begun to develop programs for their own students. Some of these institutions belong to a consortium with other institutions so that they may provide more opportunities for their own students while others have developed a link with one or two other countries in an isolated program. Still others are in the early stages of creating or are in the process of planning international education programs.

The American Association of Community Colleges (AACC) actively advocates international roles for community colleges. In its Policy Statement on International Education, the AACC states that:

> To ensure the survival and well being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry. Community colleges are strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language, and business.

The mission of the Florida Community College System with respect to international education is to (1) provide opportunities to gain an understanding of the social, political, and economic issues of other countries, and through this increased awareness be prepared to compete in the global marketplace; (2) promote international education at a level consistent with the needs of a rapidly changing world; and (3) work to support and encourage expansion of appropriate international education activities provided by Florida community colleges.

Economists report that Florida is involved in a third of all of the United States trade with South American countries. According to the now defunct Florida International Affairs Commission (1986),"Since international trade and investment has become Florida's leading source of revenue, Florida must build long-term educational and cultural ties to our strategic trading partners throughout the world in order to provide high quality jobs and incomes for its residents into the 21st century" (Linkage Institute Website). As we move into the twenty-

first century, the state's community colleges have an obligation to provide students with skills that will meet our economy's needs. Study abroad and other international education programs accomplish that objective. Dr. Allan Goodman, President of IIE, states, "In today's global market place, study abroad is an indispensable route to achieving in-depth understanding of other societies and cultures that is required for future leadership."

While the importance of international education to workforce development cannot be denied, this type of educational experience can be valuable to students in many other ways. Researchers have found that through such experiences, the learning and personal development outcomes are substantial. Says Lara Johnson, a study abroad student to Ecuador: "I have used many of my experiences as a comparison to life here and have even learned from the differences in communication skills there to improve on how I deal with the people around me" (Perspectives, Fall 1996). Participating students report outcomes such as gaining insight into another culture, becoming more independent and confident, developing a world view, gaining critical thinking skills, and learning more about themselves and how to adapt to new situations.

REVIEW PROCESS

Research Design

The research design for this Level I program review included several methods of data collection. Prior to data collection, several key international education administrators throughout the state were contacted to gain background information on the history and development of international study programs at Florida's community colleges. These individuals provided substantive information on the various types and structures of international study programs. This material was utilized in the development of appropriate questions for the survey stage of the study. In addition, a contact person was targeted on each campus from whom information was collected regarding international study programs.

The first stage of the data collection process included a survey that was distributed to the appropriate contacts at the 28 community colleges in Florida. The survey questions were exploratory in nature and were used to gain an overall picture of the state of the international education programs within Florida's community colleges.

In an effort to gain more in-depth information to enhance the basic data gathered through the survey, the second stage of data collection included a brief case study of the Seville, Spain program offered by Broward Community College. A member of the research staff conducted a site visit to observe and interview program administrators and participants.

The answers to the survey questions were accumulated and analyzed. The following report presents a summary of the data collected and an overview of the international education and development initiatives being administered by the community colleges. The appendices include programmatic offerings at each institution as well as administrative contact information and international education resources.

I. International Education Travel Programs in Florida's Community Colleges

Diversity is the key word that describes the international education travel opportunities in the Florida Community College System. Of the 28 community colleges in the state of Florida, 21 report some type of international education experience being made available to their students. Program types vary from one-week multi-nation tours to entire semesters of study including language and cultural immersion courses. Several of the community colleges are able to provide opportunity for international study through only one course while others administer several of their own courses. In addition, a number of institutions are members of a consortium that expands students' opportunities to include those offered by many other U.S. institutions.

Programs Administered by the Colleges

Concentrations/Topic Areas

The survey results indicate that 67 different international study courses or programs are currently being administered and three are in the developmental stages at twenty community colleges in Florida. Another institution is currently in the process of developing a program. These experiences offer programs in at least seventeen different countries. They include a variety of topic areas from language immersion, history, humanities and the arts to Canadian national parks to biology to computer engineering, drafting and design. The delivery method also varies depending upon the purpose or educational goal of each program offering. The most common methods of program structure or delivery include the following:

1. Study abroad experience in which a student goes to a campus in another country for a semester or year and takes a full schedule of general courses. Course offerings usually include topics such as history, humanities, art, architecture, cultural enrichment, literature and/or language.

2. Cultural enrichment seminar in which students take a history or humanities course on campus and culminate the study by participating in a short tour (usually 1-2 weeks) of countries in which they can observe and/or further explore the topic areas covered in class and enhance their knowledge.

3. Cultural or language immersion courses that are specific to the country in which the experience takes place. Participants usually take only one or two courses or are involved in a specific activity which results in more in-depth learning of the subject area than the more general experience described in 1 above.

4. Topical programs which focus on a specific subject area not necessarily related to the country being visited, but that provide students with international perspective of that subject area. Examples include Behavioral Science program in West Africa; Marketing in Switzerland, Austria, and Germany; Health Care/Nursing studies in Ecuador; Computer, Engineering, Drafting, and Design courses offered in France and Italy; and Hospitality Management in Ecuador, Germany, and Taiwan.

5. Internship projects during which students are able to gain experience in working in another country or with an international company. The emphasis is on international educational development while enjoying cultural immersion.

6. Unique non-traditional specialized programs that are country-specific include "Curtaintime in London," a study of English history and theatre; "Field Trip: Costa Rica," an Environmental Studies program; "The Jewish Experience - Family Program," a cultural immersion program in Israel; and "National Parks of Canada," a 13-day study tour which results in Geology course credit.

7. Continuing Education travel programs that are offered to non-degree seeking as well as degree seeking students.

Many of the previously mentioned course offerings include an additional travel component or allow free time for individual travel to other areas of the country or to other countries.

Funding and Costs

Program costs are primarily supplied by the institutions and the student participants. Six institutions reported that they provide some scholarship opportunities, while three reported that they receive private donations to assist in providing the programs. Three receive some funding in federal grants and one reported state grant support.

Student costs vary from $215 to $7500, depending upon the program length, location, focus, and components. Of the 57 program offerings for which expenses are reported, student initial costs are estimated at less than $3000 in 39 of the programs. Sixteen programs cost participants $3000 - $5000 and only two are estimated at more than $5000. Comparing price of programs is difficult due to the fact that some include all components while others are listed as costing a certain amount plus other expenses such as travel or meals. In addition, travel to certain countries is more expensive than others, and the length of stay and amount of travel that takes place while abroad will also influence the estimated costs. Fifty-eight of the 64 programs included housing in the costs of the program and 51 include meals. Approximately half of the international study experiences include travel to the country or countries in the student cost for the program. Tuition is only included in 18 of the program offerings. Reports on the surveys indicate that the student costs sometimes include additional travel excursions, some meals, and entrance to museums and theaters.

Student financial assistance is available through standard financial aid sources for programs in which students are taking a full-time course. Seven institutions reported that they had a limited number of study abroad scholarships for qualified students. In one case, these scholarships are funded by grants from the business community.

Participant Characteristics

Generalizations with relation to student demographics and characteristics are difficult to make due to the lack of data from many of the institutions. Of the four institutions that provided information on gender, three reported that they had substantially higher numbers of female participants than male. One institution reported an equal number of both genders. Three schools reported ethnic heritage demographics. Two of these institutions stated that

their programs involved a majority of Caucasian participants while one reported a strong majority of participants of Hispanic descent. Broward reported that its West Africa study program commonly drew a majority of African-American students.

Some course offerings are linked to specific programs and therefore are limited to students in those programs. Some examples include Hospitality Administration, Computer Information Systems Analysis, and Drafting and Design. Several of the programs are specifically designed for students in the Honors Program or dual enrollment students.

Requirements to participate in the programs vary depending on the program. Special requirements include language proficiency, a specific grade point average, involvement in a specific degree program, prerequisite course-work, a certain number of completed credits, and completed general education requirements.

Program Evaluation Process

While many similarities exist, the focus or target of program evaluation differs based upon the type of program being evaluated and the intended outcomes or goals of the program. The following areas are most often reported as being the focus of evaluations:

- Participant satisfaction
- Student services
- Program structure
- Academic progress
- Student success and learning
- Travel arrangements and logistics
- Academic value
- Level of instruction
- Course content based upon stated objectives

Program evaluations are accomplished through several different strategies. Most institutions utilize more than one strategy. A written questionnaire or survey is the most popular method, with ten of the sixteen institutions that use this method also incorporating individual or focus group interviews into their evaluation strategy. Several institutions use written journals or final essays to assist them in their program analysis.

Program Benefits/Outcomes

Each of the institutions reported significant student outcomes or benefits from involvement in international education experiences. One administrator summed up the student benefits as a " . . . Life-changing experience. Sense of accomplishment at having lived and studied within another culture and in another country. New awareness of themselves, the U.S., and the host nation. Adds an international dimension to their undergraduate experience."

Outcomes that were included in survey responses were assimilated into the following categories.

<u>Academic</u>

- Deeper understanding of historical dynamics
- Clarification of political issues
- Improve foreign language skills

- Deepened understanding of subject matter
- Specific skill development through internships

Personal Development

- Maturation
- Increased interest and self-confidence to continue travels
- Exposure to different points of view
- Change perceptions of own values
- Understanding of work environment behavior through internships

Cultural Appreciation

- Gain international perspectives
- See contributions of diverse societies
- Develop appreciation of other countries & cultures
- Realize that other cultures may do things differently
- Gain new perspectives on American culture

II. Program Structure

Placement Within the Institution

There is very little structural similarity between institutions' international education programs. The structure in place on each campus reflects the significance and importance that has been placed on these types of programs by each institution, as well as being a product of the size and structure of the student population. Many of the smaller institutions have very few or no program offerings at all. Those that they do offer may not be of the same magnitude as the opportunities at some of the larger institutions simply because of lack of resources and student interest. This section of the program review summarizes the types of structures that exist within the Florida Community College System (FCCS).

Of the twenty-one institutions which reported offering international education programs, eight have a single office which coordinates all international education activities. Within these central offices, structures vary. Several institutions employ one full-time International Education or Study Abroad director who actually oversees and administers all programs with assistance from faculty and other staff. International Education and International Study are the most popular titles for programs within the FCCS institutions that have a centralized office. Other institutions with a centralized office incorporate the coordination of international education programs within the duties of an academic or instructional vice president, but each international education/study abroad experience offered within the institution is administered by a separate faculty or staff member. Some institutions actually have a combination of these structures. These models include an overall program that is administered by one or two professional staff while several other initiatives are administered separately through a different department.

Two institutions utilize an International Education Committee, which is chaired by an International Education Coordinator. The purpose of the committee is to review and evaluate proposals by faculty who wish to administer programs as well as remain apprised of the administration of each program once it is established.

Eleven institutions report that international study programs are planned and administered by a variety of departments and faculty members within those departments. In some cases, these programs are continuous and take place every year, while in other cases, they are created based upon need or popular demand and may only be administered for a short time or periodically over a number of years.

Reporting Structure

The reporting structure of international education programs also varies between institutions. While most international education programs are housed within Academic or Instructional Affairs, the coordinators of such programs report to a number of different supervisors. Some report directly to the Academic Vice President or Dean while others report to Associate Vice Presidents. Faculty who implement their own programs may report to the Dean of the academic department within which their program or course is housed. Another model dictates that the International Education Director reports to both the District Dean of Academic and Student Affairs as well as to the Associate Dean on the branch campus on which the International Education office is housed.

Internal Structure of Centralized Programs

Of those institutions which have a centralized study abroad office, five institutions report that they have a full-time director or coordinator dedicated to the administration of the programs. Two institutions also employ part-time professional staff to assist in this endeavor, three others employ full-time support staff, and three employ part-time support staff. Only one office indicates the utilization of student assistants in the administration of the program.

III. Consortium Membership

Several consortia of colleges and universities in the United States focus specifically on international education or international economic development. Contacts at the community colleges were asked if they belonged to any such organizations and if so, the costs and perceived benefits of such membership. Two consortia emerged as the predominant choices of those institutions which reported such involvement. Some institutions belonged to both consortia. A brief description of the mission and purpose of each is included in the following section.

College Consortium for International Studies (CCIS)

CCIS is a non-profit, membership organization of more than 150 public and private accredited colleges and universities in the United States. It is a partnership of colleges and universities of many different characteristics. It includes institutions in all of the following categories: two and four year, large and small, public and private, domestic and foreign. For more than two decades, CCIS member institutions have sponsored a variety of programs, notably study abroad programs and professional development seminars for faculty and administrators, which are designed to enhance international/intercultural perspectives within the academic community. Its focus is described by one of the international education directors as 'existing for the purpose of combining resources to provide a broader range of international study opportunities to a large number and cross-section of students at a variety of institutions.' Consortium membership by an institution provides students with access to all of the other member schools' program offerings as well as to offerings by their own institution.

According to CCIS, institutions may benefit from membership in a number of ways:

1. *Students gain immediate access to over 35 study abroad programs in 27 countries diversified by subject matter, location, duration and cost.*
2. *Membership allows institutions to adopt CCIS consortium policies or to adapt existing procedures on campus concerning coursework taken abroad.*
3. *With membership, individual contractual agreements with overseas host institutions are unnecessary for CCIS-approved programs.*
4. *Students will have access to a modest, but growing, scholarship opportunity, open only to members' students.*
5. *Faculty and administrators can participate in professional development seminars, familiarization visits to program sites abroad, and CCIS annual conferences at discounted rates.*
6. *Institutions can participate in consortium governance and program sponsorship.*

The community colleges in Florida which report involvement in this organization are Broward Community College, Indian River Community College, Miami-Dade Community College, and Valencia Community College. Institutional membership dues are currently $850 per year.

Reported Benefits of Membership

Survey respondents reported the following benefits to membership in CCIS:

1. CCIS member schools are able to offer all CCIS overseas academic programs, maximizing student opportunities and avoiding duplication and proliferation of programs.
2. Students have access to more than 35 programs in 27 countries, most of which are academically appropriate for community college students.
3. Study abroad offerings are academically sound due to monitoring by CCIS institutional members.

4. The process of signing up for programs is facilitated by institutional membership. A student from any member institution registers at his or her own institution and that information is sent to the institutions which administers the desired program.
5. Membership provides opportunities for students to understand other cultures, prepares students for jobs in foreign countries, increases global awareness, and improves relations with other countries through increased understanding of differences.
6. Membership provides opportunities for faculty development through seminars and educational exchange.
7. Administrative directors of programs have increased networking opportunities as well as a forum for exchange of ideas and sharing of information.

Community Colleges for International Development (CCID)

Unlike CCIS, CCID is an organization specifically designed with community colleges as the focus of international educational and economic development efforts. CCID is "dedicated to strengthening colleges and their communities through international education for economic and human resource development." Its self-reported goals are

> *to enhance opportunities for internationalizing curricular and service capabilities; to develop linkages for local business and industry; to foster and support programs of international studies and exchanges; to coordinate an international network of participating institutions having similar interests; and to provide technical educational assistance in other countries.*

Member and affiliate institutions participate as individual colleges, as lead institutions working on behalf of CCID with teams of cooperating colleges, and as part of a consortial effort directed by CCID. To accomplish its objectives, the consortium provides:

1. Technical Training: Develops technical training programs for economic independence and human resource development.
2. Economic Development: Supports curriculum development and programs that encourage global understanding.
3. Partnerships: Facilitates educational exchanges that result in increased global awareness.
4. Leadership: Initiates and coordinates international linkages to advocate the necessity of global partnerships.
5. Professional Development: Initiates, facilitates and encourages international relationships.

According to consortium reports, CCID colleges are engaged in economic development activities in over 35 different countries, enroll more than 750,000 students and offer over 300 technical/vocational programs. CCID also has access to more than 9,000 faculty and staff for international development projects and operate worldwide faculty exchanges.

FCCS institutions which are currently involved in CCID include member institutions Daytona Beach Community College, Florida Community College at Jacksonville, and Hillsborough Community College and affiliate institutions Brevard Community College, Broward Community College, Indian River Community College, Miami Dade Community

College, and Valencia Community College. Member institutions provide a representative to the CCID Board of Directors while affiliates do not. CCID membership costs each institution annual dues of $750. Involved institutions view membership benefits as an opportunity to exchange ideas, facilitation of program delivery, and a chance for possible student recruitment.

IV. International Development Initiatives

Thirteen of the community colleges report involvement in some type of international economic or educational development program. A brief description of each initiative is included and reported by its college sponsor.

Brevard Community College: *Florida-China Linkage Institute. (see page 14 for more detailed information on the Florida Linkage Institutes) The linkage institutes are under the auspices of the Florida Department of State with a mission to foster economic development and trade through cultural, educational, and business activities.*

Broward Community College: *a) Has several technical assistance contracts with overseas institutions. b) Operates a SACS approved program in Singapore and maintains academic affiliations with American College programs in Dubai (UAE), Bangalore, Cuenca (Ecuador), Mar del Plata (Argentina), and Sri Lanka.*

Central Florida Community College: *In January 2000, CFCC will begin a partnership with "Youth for Understanding." Eight to ten students from Northern Europe will study at CFCC for one term. Home stays are required of students and they must be enrolled full time at CFCC.*

Daytona Beach Community College: *a) In CCID - Lead institution for restructuring efforts of the University of Don Bosco - $220,000 funded by German Aid Agency for 3 years.*
b) American Association of Community Colleges (AACC) and US Agency for International Development (USAID) - Workforce development partnership with University of Regiomontana in Monterrey, Mexico to develop curriculum, exchanges, and enhance institutional relationships.

Florida Community College at Jacksonville: *Florida-West Africa Linkage Institute. Dr. Simmons on FCCJ faculty is project coordinator in consultation with the Senegalese government to establish a community college in this country.*

Hillsborough Community College: *Currently in the process of developing a program to deliver fire science courses to the Fire Department of Barbados.*

Miami-Dade Community College: *MDCC has several technical assistance contracts with overseas institutions. Notable international academic affiliations include the American International College of Mexico and Mar del Plata Community College - Argentina. Professional Development Seminars for faculty, staff, and administrators are offered regularly, most recently in Argentina, West Africa, and Spain.*

Okaloosa-Walton Community College: *OWCC participates in the sister city programs of Niceville, FL which includes cultural exchanges and visiting artists/groups at the OWCC Arts Center.*

Polk Community College: *Several faculty are working with the Florida-Mexico Linkage Institute in development of educational development initiatives.*

St. Petersburg Junior College: *The International Office on the Clearwater Campus has initiated an on-going program of educational development related to technology between the Business Technologies Department on that campus and a university in Ecuador.*

Seminole Community College: *Belongs to the Gulf of Mexico Governor's Accord. The Cultural and Education division examines opportunities for partnerships. This relationship is part of our El Proyecto de Mexico: Amistad (Project Mexico: Friendship).*

Tallahassee Community College: *As part of a Sister School Program with San Hsin High School in Taiwan, provides local teachers with an opportunity to teach in a foreign country and contribute to English language skill development among Taiwanese high school students. Each February, a group of about 40 students and teachers from San Hsin visit Tallahassee. Since the inception of the program, six students from Taiwan have enrolled at TCC. In 1999, technology links were established through a number of live videoconferences and the establishment of Internet chat room activities. TCC is currently working with two more Taiwanese high schools to expand the arrangement.*

Valencia Community College: *Provides internship abroad opportunities for students. The emphasis is on economic development, i.e. attaining pre-determined educational goals while enjoying a cultural immersion.*

V. Florida Linkage Institutes

Other arrangements that include international economic and educational development initiatives are the Florida Linkage Institutes. Although they are not considered a consortium of institutions, the Florida Linkage Institutes provide institutional partnerships in an endeavor to expand cultural exchange and international study for Florida's students as well as foster economic development and trade through cultural, educational, and business activities.

Recognizing the need to prepare its students and citizens for participation in the expanding international marketplace, the Florida Legislature created the International Linkage Institute Program in 1986 (F.S. 277.8175). The goal of the Institutes is to assist in the development and promotion of commercial, educational, and social exchanges between Florida and foreign countries determined to be of strategic importance to the state. This goal is achieved through promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and enhancement of language training skills between postsecondary institutions in this state and those of selected foreign countries.

The eleven Institutes are each jointly administered by one or more state universities in partnership with a state community college, and are linked to counterpart organizations of

higher education in the selected foreign countries. Each Institute has a public/private sector advisory board, which is representative of the international and commercial interests of the state and of the foreign country partner, which assists in the development, promotion and implementation of individual Institute activities.

The Linkage Institutes have developed innovative programs to bring Florida business leaders into direct contact with educators who have expertise and close working relations in targeted countries. Equally important networks are formed when students from overseas return to their home countries, often to assume important professional and business positions, and take with them the friendships they cultivated in Florida. This type of personal connection to the world outside of Florida translates into immediate and long-term benefits to the state.

The State of Florida permits each Institute to award up to 1,050 credit hours, per academic year, to partner country students through the Non-Resident Tuition Exemption Program (F.S. 288.8175). Students who are enrolled in one of Florida's state universities or community colleges and meet certain established academic and state-legislated criteria may qualify for tuition at "in-state" rates. The awards provide untold benefits to the State of Florida by giving qualified international students the opportunity to study at one of Florida's public universities or community colleges at the same cost as Florida residents. These students will return to their country with increased knowledge about our state, and feelings of goodwill that are engendered by the opportunities this program has provided to them; thus they become ambassadors of goodwill between Florida and their country, with contacts in this state, and a reason and opportunity to develop business ventures between their country and this state in the future.

In Fiscal Year '91-'92, a total of $75,000 was awarded in equal increments of $25,000 to the Florida-Brazil, Florida-Costa Rica, and Florida-Israel Linkage Institutes which were, at the time, under the Department of Education. In 1993, the Florida International Affairs Commission (FIAC), now defunct, was tasked by Florida Statute to make a single line item request for funding all Institutes. For each of the subsequent three fiscal years, the Florida Legislature had appropriated an annual award of $500,000 for allocation to each Institute. However, the past several years have not seen any funding of the Institutes on the part of the Legislature. Institutions that continue to operate the Institutes do so through business partnerships, institutional support, and support from their partner countries.

A description of each of the Linkage Institutes follows. Contact information for Institute administrators may be found in Appendix B.

Florida-Eastern Europe Linkage Institute

The East Europe Linkage Institute is commissioned and administered by the University of Central Florida in collaboration with Lake-Sumter Community College. Its mission is to develop and maintain economic, educational, and cultural partnerships between the peoples of Florida and those of East and Central Europe. Its administrative office is in Orlando, and there are regional field offices in Warsaw (Poland), Riga (Latvia), and Chisinau (Moldova). The Institute works with state and federal agencies, private foundations and philanthropies, and American and international corporations on projects and programs which benefit both Florida and its partner countries.

The Institute operates a wide variety of economic, educational, and cultural programs. These programs include:

1. Assisting Florida business women and men to invest or develop joint ventures in East and Central Europe.
2. Student and faculty educational exchanges at the high school and university level.
3. Art exhibitions, music, and theater tours (in Florida).
4. American cultural events (in Eastern Europe).
5. A variety of education and training programs for the media, teachers of civic and/or economics education, local and regional managers, environmental and public policy specialists, and higher education administrators.

Florida-Canada Linkage Institute

The mission of the Florida-Canada Linkage Institute is to develop and enhance economic, cultural, educational, and social relationships between the residents of Canada and Florida. This is accomplished through the promotion of public-private cooperative research and technical assistance, bilateral commerce, student and faculty exchange, cultural exchange, and language training. The University of Central Florida and the Palm Beach Community College in Lake Worth, Florida currently support the Florida-Canada Linkage Institute in its efforts to promote understanding about cultural, educational, and commercial issues between Florida and Canada. The Institute is housed at the University of Central Florida.

Florida-Costa Rica Linkage Institute

This institute is known as FLORICA and is administered for Costa Rica by CONARE and on behalf of the State of Florida by The Florida State University and Valencia Community College, with co-directors appointed from each institution, and an advisory board with appointees from Florida and Costa Rica. FLORICA continues to foster more than 40 diverse projects through facilitation of commercial development and linkages, cooperative research and technical assistance, cultural exchange and the enhancement of language training skills.

Recognizing the ever-increasing importance of distance learning education, FLORICA has instituted discussions with technical and educational specialists in Florida and Costa Rica for the purpose of positioning itself to be an informed player in this critical educational methodology. Costa Rica's Universidad Nacional Estatal a Distancia has proposed continuation of their collaborative research with experts in the disciplines of distance learning technology, system administration and curriculum at Florida State University and Valencia Community College.

Florida-France Linkage Institute

Over the years, the scope of activities and outreach of the Institute have grown considerably; in Florida, in France, and in the départments of the French Caribbean. The Florida-France Linkage Institute is administered by The Florida State University, the University of South Florida, and Miami-Dade Community College. The main administrative functions of the Institute are housed at The Florida State University. Working with the private sector, it implements projects and activities to foster cooperation and understanding,

business opportunities, trade and economic development, educational and cultural projects, cooperative scientific research, and technical assistance exchange between Florida and France and the French Caribbean. The Institute also serves as a clearinghouse for inter-institutional and community networking to bring these projects and activities to college and university campuses, to elicit their input as required, and to highlight on-campus and community events, as well as commercial and international business activities in Florida that have relevance to the mission and objectives of the Institute.

Florida-Israel Linkage Institute

The Florida-Israel Linkage Institute was established by the Florida Legislature to enhance cultural, educational, research, and economic exchanges between Florida and Israel. It is jointly administered by Florida Atlantic University and Broward Community College and has been in continuous operation since 1988.

Florida/West Africa Linkage Institute (FLAWI)

The Institute is positioned to help open new vistas for Florida commercial interests in West Africa, one of the largest and fastest growing economic regions in the world. The 16 countries which comprise the focus area for FLAWI are eager to improve the social, economic, and educational conditions of their people. There is a high demand for the products and services that Florida's public and private sectors can deliver.

The Florida/West Africa Linkage Institute has as its primary mission the promotion of economic, commercial, cultural and educational development between the State of Florida and selected West African countries. It is administered by Florida A & M University, the University of North Florida, and Florida Community College at Jacksonville.

Florida-Japan Linkage Institute

The Florida-Japan Linkage institute promotes cultural exchange through study abroad programs, professional development seminars, and education for Japanese students. It is administered through a partnership between the University of South Florida, the University of West Florida, and St. Petersburg Junior College.

Florida-Caribbean Linkage Institute

The Florida-Caribbean Linkage Institute promotes expanded commercial, cultural, and educational linkages between Florida and the Caribbean. The Florida Caribbean Institute administers the Florida-Caribbean Scholarship Program and is housed at the Latin American and Caribbean Center at Florida International University. It is sponsored by FIU in partnership with Daytona Beach Community College

Florida-Mexico Linkage Institute

This Institute is also administered through the Latin American and Caribbean Center at Florida International University in conjunction with Polk Community College.

Florida-China Linkage Institute

The Florida-China Linkage Institute was established as a cooperative venture of the Universities of South Florida and West Florida and Brevard Community College.

Florida-Brazil Linkage Institute

The Florida-Brazil Institute was established to integrate the efforts of Florida's educational institutions with those of government and business in improving global awareness and understanding. It works to accomplish this task through organizing trade missions, supporting student and faculty exchanges and furnishing consultation and business leads to Florida companies. This institute is administered by the University of Florida in conjunction with Miami-Dade Community College.

VI. Faculty Development

Six of the institutions reported that they were involved in some type of international opportunity designed for faculty education and development. Two institutions stated that they were in the 'investigative stages' of initiating such a project. Faculty development programs include involvement in organizations which sponsor International Professional Development Seminars such as CCIS, and membership and attendance at conferences sponsored by the American Council for International Intercultural Education (ACIIE) and CCID. Faculty also have the opportunity for semester exchanges with foreign faculty as well as various contract-training opportunities. National Endowment for the Humanities (NEH) grants and Fullbright programs are also available for faculty to apply for individually. Many of the student study abroad programs are led or staffed by faculty from the participating institution.

The survey reported many benefits for faculty that are able to participate in programs as instructors/facilitators or as learners. Significant benefits that were reported included the following:

- an enhancement of the understanding of the subject matter and consequently increases enthusiasm in the classroom
- exposure to overseas experiences and differing cultures and points of view
- better understanding of the U.S. culture in relation to other cultures
- experience professional growth
- revitalization and stimulation of new interests
- attainment of new level of international competence and global awareness
- satisfaction in the process and opportunity to work with students/colleagues in hands-on, unique experience
- ability to watch growth/development of students
- reward of teaching in an environment where students actually practice what they learn in class
- renewed vision for discipline and role as faculty member
- increased mastery of material

VII. Case Study: Broward Community College - Seville, Spain Program

The Seville, Spain program at Broward Community College (BCC) is a CCIS-sponsored program administered through the Institute of International Studies (IIS) in Seville. The Institute of International Studies is a private, independent, cultural association whose basic aim is to serve as a center for the promotion of international education. The IIS was founded in 1982 and since 1985 has offered, in cooperation with the College Consortium for International Studies and the University of Seville, a multi-faceted program for students wishing to study in Spain. Broward Community College and St. Bonaventure University are the co-sponsors of the CCIS Spain Program, but Broward, having established the program in 1979, is the lead institution. Florida Atlantic University also cooperates with BCC on this program.

The program consists of a broad academic component centered around the intensive study of the Spanish language and culture, the opportunity for those with sufficient language proficiency to take upper-level university courses at the University of Seville, and cultural immersion in the life of the Spanish community.

As part of our Level I Program Review, we were invited by Dr. Bill Greene, Director of International Education at Broward Community College (BCC), to attend the 20th Anniversary meeting of the BCC/CCIS Spain Program. This was an excellent chance to meet with BCC international education leaders from Singapore, Argentina, Spain and Dubai and also with CCIS partners from across the country. It also provided an opportunity to discuss the MDCC/CCIS France Program with Dr. Bob Vitale. The Seville Program faculty, staff, and students were available for interviews and provided extensive detail on how the program operates. The Singapore Program Director outlined a successful model of working with Singapore students attending the BCC Center. The Argentina representative, a stock market official, discussed BCC's successful assistance in beginning Argentina's first community college. The country is now in the process of establishing a network of approximately 40 colleges across the country, based on Florida's community college model. The Director of the Mar del Plata CC in Argentina and the new Director of CCIS were at the meeting.

Seville Program Setting

The Seville Program is housed in spacious accommodations in the heart of Seville near key areas of historical interest. U.S. students attend the CCIS - Institute of International Studies for courses taught in English or introductory Spanish classes. Students with skills in Spanish take courses at the University of Seville which is within walking distance of the Center. Students were interviewed at the Center, at the University, and on a field trip to Italica, Spain. They are pleased with their classes, faculty members, and library and student services support. Travel opportunities in the Seville area are a formal part of the program and long weekends are available for travel across Europe. The Institute Director and the Chief Academic Officer were notable for their familiarity with accreditation requirements, their longevity with the program, and their familiarity with Seville (both are Spaniards who are completely fluent in English.) Faculty members are from both the US and Spain and their zeal for the program and working with international students was readily apparent.

Seville is an excellent location for international study not only because of its own unique history, but also because of its close proximity to Portugal, Gibraltar, and African destinations. A high-speed train makes travel to Madrid and other key cities in Spain less than a three-hour trip. A significant Roman site is literally a local bus stop away. A number of other U.S. colleges maintain Seville campuses, and this adds to the opportunity for student growth. A major attraction for students is the ability to easily get around by foot, bike, or local buses.

Student Financial Issues

Students who participate in the BCC/CCIS Seville Program pay tuition to their home (CCIS-member) institution. BCC only registers and collects tuition for those students actually registering through BCC. This included 9 students in the spring semester of 1999. BCC charges regular tuition, in-state or out-of-state as appropriate, for the program. All students registering through BCC pay a special "Spain Program Fee." For 1998-99, this fee was $2330 per student per term. This fee covers program, instructional, and student services expenses in Seville, plus the CCIS fee ($220 per student per term). It does not include room and board or airfare. Those students who are not registered through BCC (the vast majority of program participants belong to other CCIS-member institutions) do not pay tuition to BCC and do not receive their credits or transcripts from BCC. They register at their cooperating CCIS college/university. During 1997-99, BCC has billed the home institution a $3770 Spain Program Fee for each CCIS student. Fees for the summer program are considerably less ($1450 for the summer of 1999).

Broward students are eligible to apply for any financial aid that normally applies to full-time students. Additionally, BCC has established a permanent endowed scholarship fund to assist BCC students studying abroad. BCC is pleased with the new scholarship endowment set up to expand the opportunity for both students and BCC faculty members to participate in the Seville Program.

Student Life

Student living arrangements include several options. Many students prefer to live with a Spanish family. Living with a "typical Sevillian family" has many advantages. By observing and taking part in the family's daily customs and practices, the student will find him/herself becoming increasingly more immersed in the culture. The different members of the family help give the student an excellent anthropological view of the contemporary Sevillian family life and of its society in general. Living in such an environment also assists students in the development of language skills. In addition, students have the option to live in "*Residencias*." These are large apartments run by a woman, couple, or a family who may or may not live there. This is a very different arrangement than living in an apartment or a residence hall alone. The principal differences between living with a family is that (1) in a *residencia*, there is generally less interaction between the student and the host family and (2) *Residencias* house more students than does a family so there is more of a student atmosphere than that of a typical Sevillian family.

If a student is suffering from a personal or academic problem, they are encouraged to seek help and support from the CCIS staff. There is a Director of Student Affairs available for student needs every weekday into the early evening hours.

Excellent library facilities are available for conducting research. The Seville Institute also has an existing computer lab for students and Internet access. It also provides students e-mail access to student services' staff members and faculty at the home campus.

Based on this experience, some possible recommendations related to Seville and other CCIS Centers include:

a) Florida Academic Counseling and Tracking for Students (FACTS) - the foreign centers will be a major beneficiary of the statewide electronic advisory system when it goes on-line. This will greatly assist with academic advising, etc. for students studying away from the main campus. All the foreign centers should be tied in and inform students of the existence of FACTS.

b) Distance Learning Library Initiative (DLLI) - many of these services should be available to students in our study abroad programs via the Web e.g., the text materials could be downloaded by the Seville librarian for use by Center students. While existing library resources are adequate, the DLLI will greatly expand available holdings and services.

NOTE: both (a) and (b) will help if SACS decides to conduct a site review of any foreign center of one of the community colleges.

c) Distance Learning Electronic Catalogue - there may be an opportunity for a student to take a Web-based course needed to keep pace with her/his home college program while taking courses at an international location. The Florida Community College Distance Learning Consortium (FCCDLC) and the Florida Virtual Campus will be able to assist, particularly in the future.

The long time hands-on involvement of Dr. Bill Greene, Director of International Education at BCC, was an often-cited and key component in the success of the Center. Also noted was the importance of the strong support received from the college president, Dr. Will Holcombe, and the members of the local board of trustees.

VIII. Issues for Consideration

There are several issue areas where improvements or changes might be considered in international study programs.

1. ***Enhanced Funding and Support for International Study Programs and the Linkage Institutes:*** The establishment of the Florida Linkage Institutes affirmed the 1986 Legislature's confidence in the important role that Florida's colleges and universities play in international activities. Through this mandate and their mission, the institutes effectively assure that cooperative efforts between the public and private sectors will continue to produce valuable returns to the people of this state by enlarging the scale and scope of Florida's educational, cultural, and economic exchanges.

At the national level, Congress has stated "the future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of our economy. Concerted efforts are necessary to engage schools, language and area studies programs, public and private organizations, and United States' businesses in a mutually productive relationship which benefits the nation's economic interest." This statement is further collaborated by Allen E Goodman, President of the Institute of International Education, who states "The total number of students who have had a study abroad experience during their undergraduate years is still estimated at less than 10% of the four-year undergraduate population and community college students lag substantially behind those in baccalaureate programs in terms of study abroad participation."

In a March 1998 paper entitled Linkage Institutes: A Cost Effective Contribution to Florida's Growth, Linkage Institute administrators state,

> The State of Florida is uniquely positioned in a rapidly changing arena and the Linkage Institutes are innovative, cost-effective ways for serving Florida's bi-national interests. The unique network of partnerships woven by the Institutes both in the state and abroad serve a multitude of interest groups by providing opportunities for training and for activities of immediate interest to Florida. The Statewide charter of this network strengthens and enhances the State's educational systems and its business community through the articulation and pursuit of common goals for the development of the State and its resources. The international Linkage Institute program is bringing national and international recognition to the State of Florida, documented in letters from personalities such as the former President of Costa Rica and Nobel Peace Prize winner Oscar Arias, and in publications with national and international circulation. The public/private partnerships created by the Linkage institute program in Florida are valuable state resources deserving of continued support from the State and from the many individuals and groups committed to serving international interests.

In the last few years, legislative funding for the Linkage Institutes has been restricted to providing resident tuition for specific numbers international students. However, the need for a globally educated society is becoming increasingly apparent. A concerted effort to improve the awareness of Florida's leaders and encourage their support for these important programs is necessary.

2. *Improve Record Maintenance*: Many of the colleges do not keep records and had difficulty in providing accurate, up-to-date information related to program participation. There are several reasons to encourage improved maintenance of these types of records:

(a) As the worth of a cultural and international education continues to grow, it will become important to know which students are participating and which are not so that barriers to participation may be overcome. All students should have an equal opportunity to avail themselves of this valuable component of their education;
(b) Community colleges can use this information to attract business partnerships. Businesses that are interested in a globally aware and educated workforce will be

more likely to align themselves with institutions that encourage and provide students with such opportunities. Businesses may also be more likely to contribute to such an effort if they see commitment from the institution.

(c) The Florida Legislature is aware of the need for Florida to be involved in international education. If its members can see continued benefits from such an involvement, they are more likely to support these efforts. If institutions cannot demonstrate the participation and outcomes of their programs, it is impossible to provide performance information to the Legislature.

3. ***Business Partnerships*:** Institutions should seek partnerships with businesses who may be willing to provide financial support for economic development endeavors and international and global business experiences through scholarships and internships.

4. ***Expansion of International Economic Development Initiatives:*** Community colleges should seek opportunities to contribute to the economic development of Florida through partnerships with institutions in other countries or businesses with an international focus. Several institutions have already begun to seek out and take advantage of such opportunities. Many organizations are in existence that will provide information on other countries which are seeking U.S. partners in many different types of endeavors.

5. ***Provide Support for Administrative Personnel:*** It is apparent that one of the reasons for a neglect of accurate participation records may be a lack of personnel to keep such records. Even those institutions with a central office from which programs were administered had very few full-time personnel assigned to the program. Community college administrators who desire that their institution be at the forefront of the international education movement may want to consider allocating college resources to improve the administrative and support structure of this area.

6. ***Centralized Administration:*** Each institution should be allowed to organize its international education programs in a structure that is most efficient and effective for that institution. Because of faculty interests, many institutions may have programs that are offered in a number of different areas by a number of different administrators and faculty members. However, it is apparent that in several of these cases, there is no central location or staff member who collects information about each of the programs so that it is available to an interested party. This makes it difficult for a student who would like to participate in international study to find out about all opportunities. Providing a centralized reporting structure may assist in addressing that issue.

7. ***Further Study of International Economic Development Programs:*** Because this program review was primarily concerned with the international study abroad travel programs, more in-depth exploration of economic development programs that are being administered by the community colleges is necessary. Many of these programs are in their infancy, and it would be helpful to program administrators or interested potential administrators to become more familiar with the types of programs that are in existence. A future SBCC program review will be dedicated to this expanded topic.

IX. SUMMARY

The community colleges in Florida offer a wide variety of international education travel programs. While some institutions have developed centralized programs with one International Education Director, others rely on faculty to propose, develop and administer their own programs in their areas of interest. International education consortium membership allows institutions to utilize other institutions' resources in providing more opportunities for their own students than would otherwise be possible. Other community colleges have developed a link with one or two other countries to provide student opportunities, faculty development options, or economic development ties to assist their local districts and the host countries. Program types and structures vary in response to the unique needs and resources of each community college. The consistent feature in each of the programs is its potential for benefits to the individual and society.

The vision statement found in the 1998 PEPC Challenges and Choices document provides a perspective that supports the concept of enhanced international education opportunities within postsecondary education institutions. It states that:

> Postsecondary Education must provide an environment in which individuals are able to develop their capabilities to the fullest . . . More specifically, a postsecondary education system must provide Floridians with the ability to acquire an increased cultural, historic, and scientific knowledge base and an understanding and appreciation of the multicultural nature of society in our increasingly interdependent world.

Many of the institutions in the Florida Community College System have embraced these concepts and have sought to develop opportunities through which students may expand and improve their understanding and awareness of other cultures and societies. Although the community colleges vary widely in their resources and ability to develop such programs, results of this study indicate that initiatives are in progress to enhance their capabilities through business and institutional partnerships. The institutions understand the need to expand program offerings to include activities that are responsive to Florida's rapidly changing social and economic needs. A continued commitment to international education by the community colleges will result in long-term benefits that will allow Florida to be a leader in the global society of the twenty-first century.

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INSTITUTIONAL PROGRAM OFFERINGS

Institution	Program Title	Country or Countries	Program Concentration or Course Description	Cost to Student	Contact Person	
					Name	Phone/E-mail
Brevard Community College	Study Abroad in Humanities	Various	18 hours of on campus instruction combined with two weeks in Europe.	$3,000	Cindy Donahue-Coordinator	632-1111 Ext. 32325 donahuec@brevard.cc.fl.us
	Elder Learning	Various	Learning vacations for the mature traveler.	$3,000 - $5,000	Kieta Chandler, Director of Comm. Ed.	632-1111 Ext. 36131 chandlerk@brevard.cc.fl.us
	Brevard Center for Global Education		International Business	N/A	Dr. Carol Bourke Office of Technology	632-1111 Ext. 63520 Bourkec@brevard.cc.fl.us
	International Education		To provide International links and learning experiences		Francine Arrington, Stud. Dev. Advisor	632-1111 Ext. 62915 arringtonf@brevard.cc.fl.us
Broward Community College	BCC/CCIS Semester-In-Spain Program	Seville, Spain	Spanish Language and Culture, History Gov't., Int. Bus. etc., 15-18 credits total	Approx. $4,000 + airfare & BCC tuition	Dr. William Greene Director of International Education	(954) 973-2206 TKXY11A@prodigy.com
	BCC/CCIS Summer-in-Spain Program	Seville, Spain	Spanish Language and Culture - 6 credits total	Approx. $1,900 + airfare & BCC tuition	Dr. William Greene Director of International Education	(954) 973-2206 TKXY11A@prodigy.com
	Summer at Cambridge		Students choose 6 credits (2 courses) from menu offered by Cambridge University	Approx. $3000 + airfare & BCC tuition	Dr. Shelby Lee, English Dept.	(954) 973-2381
	West Africa Study Tour	West Africa	3 credits in Behavioral Science	Approx. $3,000 + BCC tuition	Mr. Don Cleveland, Dir. of Student Success	(954) 475-6570
	Summer in Mexico	Mexico	6 credits in Anthropology and Sociology	Approx. $1,350 + BCC tuition	Mr. Mark Tromans, Behavioral Science Department	(954) 475-6726
Central Florida Community College	Study Program in Madrid and Barcelona	Madrid, Barcelona	Language Art Culture	$2,895.00	Dr. Orlando Moreno, Professor, Spanish Language and Culture	(352) 854-2322 Ext. 41235 morenoo@cfcc.cc.fl.us
	Studies Abroad		History & Humanities	$2,400.00	Ira Holmes, Professor of Humanities	(352) 854-2322 Ext. 41293 holmesi@cfcc.cc.fl.us
	Studies Abroad		History & Humanities	$1,300.00	Ira Holmes, Professor of Humanities	(352) 854-2322 Ext. 41293 holmesi@cfcc.cc.fl.us
Chipola Junior College	Studies Abroad in Civilization (HIS 2955)	Italy, Austria & Germany	Students explore many aspects of Western Civilization with respect to history, art, architecture, and culture as it has impacted Western society.		Charlton D. Keen, Jr., VP Instructional and Student Services	(850) 718-2350 KeenC@chipola.cc.fl.us
Daytona Beach Community College	1999 Cambridge Summer School Programs	England	Art Appreciation, History & Criticism of Art, selected topics in Shakespeare; Early English Literature, Basic Economics, Intro. to Philosophy, Hum. Overseas Study, Physical Science	$2,525 - $2,975 plus registration & tuition fees if taking courses for credit	Carolyn West Sr. Professor, English	(904) 255-8131 Ext. 3795 westc@dbcc.cc.fl.us
	1999 Education in Mobility in Industry, Information & Technology (EMITT) funding for the Improvement of Postsecondary Ed (USDOE) Mobility Grant		Computer & Engineering, Drafting & Design, Industrial Mgmnt., Computer Info. Sys. Analysis, Int'l Marketing Mgt., Computer Prog. & Applications	0	Donald Matthews, Director, Int'l Education/CIBE	(904) 947-3141 matthed@dbcc.cc.fl.us

Institution	Program Title	Country or Countries	Program Concentration or Course Description	Cost to Student	Contact Person	
					Name	Phone/E-mail
Daytona Beach Community College (Continued)	1999 ATRIUM - Instituto Di Lingua & Cultura Italiana	Calgi, Italy	Italian Levels 1-4	$906 - 2,170 + airfare & DBCC Tuition	Emma Brombin, Professor Modern Language	(904) 255-8131 Ext. 3239 brombie@dbcc.cc.fl.us
Florida Community College at Jacksonville	Travel, Study and Learn, Extended Studies Program	Paris, France	Twentieth Century Perspectives in Humanities, Humanities: The Foundations	$1,750 + tuition and books	Ann Gooch, Program Coordinator	(904) 766-6560
	Travel, Study and Learn, Extended Studies Program	Greece	Art Appreciation, Ceramics, Painting I & II	$1,800 + tuition and books	Ann Gooch, Program Coordinator	(904) 766-6560
	Travel, Study and Learn, Extended Studies Program	Nepal	Humanities of Asia, World Religion, Ecology, Selected topics in Biological Sciences and Health Concerns in Third World Countries	$3,679 + tuition and books	Ann Gooch, Program Coordinator	(904) 766-6560
Hillsborough Community College	Study Abroad - Introduction to the Arts I	Greece, Italy Turkey	This course focuses on the attitudes and beliefs of society as they are reflected in the Arts. Topics include painting, architecture, music and drama.	$3,517 + $445 for extension	Nancy Dickey Program Analyst	(813) 253-7121 ndickey@hcc.cc.fl.us
	Transcultural Nursing	Ecuador	Study of health-care in an international setting.	Approx. $800	Kathryn Smith, R.N. (Instructor)	(813) 253-7227 ksmith@hcc.cc.fl.us
Indian River Community College	Cultural Experience Series	Each year to a different country. I.e. Turkey, Egypt, Ireland, etc.	Study major arts of	Tuition + airfare	Jack Maxwell, VP Academic Affairs	
Manatee Community College	Belle Italia	Italy	Italian Renaissance	$1,624.00	Luci or Herb Frith Professors	(941) 755-1511 Ext. 4480 frithl@bc.mcc.cc.fl.us, frithh@bc.mcc.cc.fl.us
	Curtaintime in London	England	English, History & Theatre	$995.00	Luci or Herb Frith Professors	(941) 755-1511 Ext. 4480 frithl@bc.mcc.cc.fl.us, frithh@bc.mcc.cc.fl.us
Miami-Dade Community College	MDCC/CCIS Semester in France Program, Aix-en-Provence & Avignon at Institute for American Universities	France	French language and literature, Liberal Arts, Studio Art, International Business. 15-18 cr.	Approx. $6800 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC/CCIS Summer in France Program, Aix-en-Provence and Paris Avignon at Institute for American Universities	France	French, Studio Art, Art History, International Relations, International Business, 6-10 credits	$2900 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Semester in Costa Rica at Universidad Veritas (CCIS)	Costa Rica	Spanish language & literature, International Business, Tropical Ecology, Environmental Science.	$4300 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Summer in Costa Rica at Universidad Veritas (CCIS)	Costa Rica	Intensive Spanish and Tropical Ecology	$2480 + airfare + MDCC tuition for 5 weeks	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Semester in Austria at Salzburg College (CCIS)	Austria	German, Internat'l Relations, Internat'l Business, Studio Art, Art History, History, Music, Music History	$7500 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC/CCIS Intensive Spanish in Costa Rica, Santa Ana or San Jose at Centro Linguistico Conversa	Costa Rica	Intensive Spanish, "Peace Corps-style methodology, " 6-7 credits per month	$1877 Santa Ana, $1077 SJO + MDCC tuition + airfare	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu

Institution	Program Title	Country or Countries	Program Concentration or Course Description	Cost to Student	Contact Person	
					Name	Phone/E-mail
Miami-Dade Community College	MDCC Semester in France at Institut Francais des Alpes, Chambery or Annecy	France	Intensive French, International Business, International Relations, Art History	$4500 + MDCC tuition + airfare	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Summer in France at Institut Francais des Alpes, Annecy or Chambery	France	Intensive French, Music History, International Relations, International Business	$1395 + MDCC tuition + airfare per cycle	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Summer in France Institut Parisien, Paris	France	Intensive French	$2000 approx. + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Spring in Italy, Florence at Florida State University Center	Italy	Italian language, Humanities, Art History, Music	$2995 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC Summer in Spain, Salamanca, at Colegio de Espana	Spain	Spanish language	$2500 - 3300 approx. + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	National Parks of Canada	Canada	GLY 1007	$1350 + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	MDCC/CCIS International Business Program at IPAG, Nice	France	Intensive French and International Business	$5,000 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	Summer for Teachers of French at Universite Catholique de l'Ouest, Angers (in cooperation with Truman State Univ., Missouri)	France	Intensive French, French Language, Literature, Civilization. Methodology	$2,500 + airfare + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
	Field Trip: Costa Rica	Costa Rica	Environmental Studies	$1,550 + MDCC tuition	Dr. Robert Vitale, Director of International Education	(305) 237-2533 rvitale@mdcc.edu
North Florida Community College	HUM 1700 Overseas Study & HUM 1701 - or for credit toward Humanities requirement: HUM 2740 & HUM 2741		1st course: designed to prepare students both academically & practically for participation in an educationally oriented overseas tour. 2nd course: Brings students face-to-face with the cultural accomplishments they studied.	Varies year to year, not offered 1998-99 academic year	William O. Brazil, VP Academic/Student Affairs	(850) 973-1603 BRAZILBud@Nflcc.cc.FL.us.
Okaloosa-Walton Community College	Humanities -Foreign Study	France	Music/Performance/Dance	$1,538	Dr. Cliff Herron, Chairman/Fine & Performing Arts	
Palm Beach Community College	Spanish Immersion	Spain	Language	$2,500	Alyse Schoenfeldt, Professor	(561) 625-2553 schoenfa@pbcc.cc.fl.us
	Spanish Immersion	Mexico	Language	$2,500	Alyse Schoenfeldt, Professor	(561) 625-2553 schoenfa@pbcc.cc.fl.us
	Spanish Immersion	Costa Rica	Language	$2,500	Alyse Schoenfeldt, Professor	(561) 625-2553 schoenfa@pbcc.cc.fl.us
	Study Abroad	China	Travel-Study-Political Science	$3,500	Alyse Schoenfeldt, Professor	(561) 625-2553 schoenfa@pbcc.cc.fl.us
	French Immersion	Canada	Language	$2,700	Alyse Schoenfeldt, Professor	(561) 625-2553 schoenfa@pbcc.cc.fl.us

Institution	Program Title	Country or Countries	Program Concentration or Course Description	Cost to Student	Contact Person	
					Name	Phone/E-mail
Pasco-Hernando Community College	Overseas Study Abroad	Amsterdam Paris London	Explore areas/items of interest related to course study.	Tuition + airfare	Dr. Paul Szuch, Academic	(727) 847-2727 Ext. 3001 paul_szuch@pasco-hernandocc.com
St. Petersburg Junior College	June Arts	Italy, Austria, France, England	Humanities and the Arts	$3,389	Martha Brincklow, Project Coordinator	(727) 733-5919 brincklo@gte.net
	July Arts	Italy, Austria, France, England	Humanities, Art History, Creative Writing, Intro. to Theatre, etc.	$3,389	Martha Brincklow, Project Coordinator	(727) 733-5919 brincklo@gte.net
	Cambridge Program	Cambridge, England	English, Art, Social Sciences, General lectures (Cambridge)	$2,900 + airfare	Ben R. Wiley, Instructor	(727) 791-2694 wileybenr@email.spjc.cc.fl.us
	Parents and Children in Europe	Europe	Seminar following Marketing Course	$2,700	Martha Brincklow or designated instructor	(727) 733-5919 brincklo@gte.net
	Global Marketing	Switzerland, Austria & Germany	Seminar following Marketing Class (Session 2)	$2,600	John Kurmik, Instructor	(727) 791-2530 kurmikj@email.spjc.cc.fl.us
	Spanish Language	Madrid, Spain	Language Study	$2,600	Martha Brincklow or designated instructor	(727) 733-5919 brincklo@gte.net
	Spanish Language Program in Costa Rica with USF Overseas Study Abroad Dept.	Costa Rica	Language Study	$1,450 + $350 airfare	Dr. Lori Madden	(727) 341-4743 maddenl@email.spjc.cc.fl.us
	French Language, University of Savoie	Annecy, France	Language Study	$3,200	Martha Brincklow or designated instructor	(727) 733-5919 brincklo@gte.net
	German Language, The Kantonsschule	Zog, Switzer.	Language Study	$2,500	Martha Brincklow or designated instructor	(727) 733-5919 brincklo@gte.net
	The Jewish Experience - Family Program	Israel		$3,389	Project Coordinator or Instructor designee	
	Programs for Seniors	Varies		$3,389	Project Coordinator or Instructor designee	
Seminole Community College	Selected Studies in Anthropology and Selected Studies in Physical Geography	Mexico	College credit (3 hrs.) in Anthropology & 3 hrs. Physical Geography	$ 990 + tuition	Kenna Noone, Faculty	(407) 328-2086 noonek@mail.seminole.cc.fl.us
	Tulum/SCC Service Learning Project	Mexico		$1,200 + tuition	Kenna Noone, Faculty	(407) 328-2086 noonek@mail.seminole.cc.fl.us
	Teacher Recertification, Travel Study	Mexico	Receive 50+ Continuing Education Units or 3 credits in Anthropology & 3 credits in Geography	$ 990 + tuition	Kenna Noone, Faculty	(407) 328-2086 noonek@mail.seminole.cc.fl.us
	International Summer School, University of Cambridge	England	3 credits in British Literature or 3 credits in British History	$2,800	Ann Laskowski	(407) 328-2068 laskowsa@mail.seminole.cc.fl.us
South Florida Community College	Humanities Overseas Study		Explore areas/items of interest related to course study.	Tuition + airfare	Barbara Hergianto Humanities Professor	(941) 382-6900 Hergba85@sfcc.cc.fl.us

Institution	Program Title	Country or Countries	Program Concentration or Course Description	Cost to Student	Contact Person	
					Name	Phone/E-mail
Tallahassee Community College	Humanities Study Abroad Program	London, Italy and Greece	An academically oriented overseas tour which brings students face-to-face with the cultural achievements they studied in the prerequisite course or courses.	$4,435	Dr. Roy Barineau, Program Coordinator	(850) 922-8167 BARINEAR@MAIL.TALLAHASSEE.CC.FL.US
	Humanities Overseas Study	Paris, Munich, Italy	An academically oriented overseas tour which brings students face-to-face with the cultural achievements they studied in the	$3,995	Dr. Roy Barineau, Program Coordinator	(850) 922-8167 BARINEAR@MAIL.TALLAHASSEE.CC.FL.US
	Spain Study Abroad	Barcelona, Andalucia, Madrid	Consists of an overseas tour designed to provide students with on-site observations and classes related to the cultural achievements.	$3,595	Dr. Rosalinda Wright, Foreign Language Coordinator	(850) 922-8167 WRIGHTR@MAIL.TALLAHASSEE.CC.FL.US
Valencia Community College	University of Puerto Rico Summer Program at Valencia	Puerto Rico	ESL (6 credits) and Internship (1 credit)	$500 approx.	Carol Litrides, Executive Director HTI	(407) 299-5000 Ext. 3215 clitride@gwmail.valencia.cc.fl.us
	Internship @ ARFC - Europe	Europe	Internships in Hospitality Management @ Garmisch or Chiemsee, Germany	$215	Carol Litrides and/or Barbara Frazier	(407) 299-5000 Ext. 3215 clitride@gwmail.valencia.cc.fl.us
	FLORICA - Joint Program with University of Costa Rica	Costa Rica	ESL (UCR@Valencia) Cultural Immersion (Valencia @UCR)	N/A	Carol Litrides, Executive Director HTI	(407) 299-5000 Ext. 3215 clitride@gwmail.valencia.cc.fl.us
	Ecuador - Universidad de Especialidades Espirto Santo (UEES)	Ecuador	Hospitality Management with ECO tourism focus	not finalized	Carol Litrides, Executive Director HTI	(407) 299-5000 Ext. 3215 clitride@gwmail.valencia.cc.fl.us
	Taiwan	Taiwan	Hospitality Management	not finalized	Carol Litrides, Executive Director HTI	(407) 299-5000 Ext. 3215 clitride@gwmail.valencia.cc.fl.us

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FLORIDA LINKAGE INSTITUTE CONTACT LIST

(This list is currently being reviewed for accuracy)

FLORIDA-BRAZIL LINKAGE INSTITUTE

University of Florida
Dr. Elizabeth Lowe
904/392-3248
elowe@nervm.nerdc.ufl.edu

Miami-Dade Community College
Dr. Robert Vitale
305/477-2533
rvitale@kendall.mdcc.edu

FLORIDA-CANADA LINKAGE INSTITUTE

University of Central Florida
Dr. Mark Soskin
904/372-4014
Fcli@pegasus.cc.ucf.edu

Palm Beach Community College
Mr. John H. Townsend
407/439-8013

Brevard Community College
Mr. Robert Ludwiczak
407/632-1111 Ext. 64700
ludwiczak.R@A1.Brevard.cc.fl.us

FLORIDA-COSTA RICA LINKAGE INSTITUTE

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904/644-3272
jbrennan@admin.fsu.edu

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407/299-5000 ext. 3200

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gamarrae@fiu.edu

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matthed@dbcc.cc.fl.us

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813/974-6205

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904/474-2665
hchen@polaris.cob.uwf.edu

Lake Sumter Community College
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westrick@lscc.cc.fl.us

FLORIDA-FRANCE LINKAGE INSTITUTE

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jbrennan@admin.fsu.edu

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305/477-2533
rvitale@kendall.mdcc.edu

University of South Florida
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813/974-4126
scruggs@lang.usf.edu

FLORIDA-EASTERN EUROPEAN INSTITUTE
Florida Atlantic University
Ms. Nancy Rosen
954/351-4150
nrosen@acc.fau.edu

University of Central Florida
Dr. Jean Kijek
407/823-3648
jkijek@mail.ucf.edu

Broward Community College
Dr. Benjamin Popper
954/475-6733
bpopper@broward.cc.fl.us

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University of South Florida
Dr. Mark Orr
813/974-4090
fredrick@luna.cas.usf.edu

St. Petersburg Junior College
Dr. Edward J. Leach
813/341-3537 or 3542
Leache@mail.spjc.cc.fl.us

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Dr. Rose Glee
904/599-3562
rglee@famu.edu

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Dr. Brenda Simmons
904/766-4444
bsimmons@fccjvm.fccj.cc.fl.us

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ggolterman@uwf.edu

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305/348-2894
rosenber@servax.fiu.edu

Polk Community College
Mr. Hugh Anderson
941/297-1010, ext. 5400
handerson@mail.polk.cc.fl.us

University of North Florida
Dr. Roland E. Buck
904/620-2600
rbuck@unf.edu

Support Organizations for Global Education

[Compiled by ACIIE, Spring 1999]

American Association of Community Colleges
Office of International Services
One Dupont Circle, NW, Suite 410
Washington, DC 20036
Tel: 202/728-0200, ext. 233
Fax: 202/833-2467
E-mail: achase@aacc.nche.edu
URL: www.aacc.nche.edu/
Contact: Audree Chase

American Council on International Intercultural Education
Oakton Community College
1600 E. Golf Road
Des Plaines, IL 60016
Tel: 847/635-2605
Fax: 847/635-1764
E-mail: lkorbel@oakton.edu
URL: www.tulsa.cc.ok.us/aciie/
Contact: Linda Korbel

American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830
Tel: 203/863-6090
Fax: 203/869-9615

Community Colleges for International Development, Inc.
Kirkwood Community College
6301 Kirkwood Blvd., SW
Cedar Rapids, IA 52406
Tel: 319/398-5653
Fax: 319/398-1255
E-mail: jhalder@kirkwood.cc.ia.us
Contact: John Halder

College Consortium for International Studies
2000 P Street, NW, Suite 503
Washington, DC 20036
Tel: 202/223-0330
Fax: 202/223-0999
URL: www.studyabroad.com/ccis
Contact: Jane Evans

Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017
Tel: 888/COUNCIL
E-mail: Info@ciee.org
URL: www.ciee.org

East-West Center
1610 East-West Road, JAB 2105
Honolulu, HI 96848
Tel: 808/944-7757
Fax: 808/944-7070
E-mail: hershocp@ewc.hawaii.edu
Contact: Betty Buck

Foreign Policy Association
470 Park Avenue South
New York, NY 10016-6819
Tel: 212/481-8100
Fax: 212/481-9275

Institute of International Education
809 United Nations Plaza
New York, NY 10017-3580
Tel: 212/984-5375
Fax: 212/984-5358
E-mail: edassoc@iie.org
URL: www.iie.org

NAFSA: Association of Int'l Educators
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009-5728
Tel: 202/939-3103
Fax: 202/667-3419
E-mail: inbox@nafsa.org
URL: www.nafsa.org

National Association of Small Business International Trade Educators: NASBITE
Wright State University
Division of Community Programs
120 D Rike Hall
Dayton, OH 45409
Tel: 937/775-2151
Fax: 937/775-3545
E-mail: jeffrey.meyer@wright.edu
URL: www.nasbite.dcccd.edu
Contact: Jeffrey Meyer

National Council for International Visitors
1420 K Street, NW
Washington, DC 20005
Tel: 202/842-1414
Fax: 202/289-4625
E-mail: nciv@nciv.org
Contact: Sherry Mueller, Executive Director

North-South Center
University of Miami
1500 Monza Avenue
P.O. Box 248205
Coral Gables, FL 22124-3027
Tel: 305/284-4414
Fax: 305/284-6370

Florida State Board of Community Colleges

Division of Community Colleges
1314 Turlington Building
Department of Education
325 W. Gaines Street
Tallahassee, Florida 32399-0400
(850) 488-1721 SUNCOM 278-1721
Fax (850) 488-9763

Chairman
Randall W. Hanna
Tallahassee

Vice Chairman
Joseph H. Lang
St. Petersburg

J. David Armstrong, Jr.
Executive Director
Community College System

March 26, 1999

MEMORANDUM

TO: Members, Council on Instructional Affairs

FROM: Thomas E. Furlong, Jr. Tom Furlong

RE: Study Abroad Program Review Survey

As our society becomes increasingly more global, educational programs which provide students with an understanding of other cultures, customs and languages become increasingly more prevalent. In order to determine the scope and nature of these types of opportunities within the Community College System in Florida, the State Board of Community Colleges is conducting a Level I Program Review of study abroad and international development programs. Through this review, we expect to gather information that will serve as a resource for institutions in their efforts to initiate or expand study abroad programs. In addition, we are planning to document the capability of our colleges in terms of Florida's involvement in international economic development efforts. We have promised the study results to staff members working on such efforts in Governor Bush's administration.

Attached is a survey from which we hope to gain valuable insight into the structure and focus of the programs offered at our community colleges. Your assistance in forwarding this survey to the appropriate person on your campus is greatly appreciated.

The completed survey should be returned by **Monday, April 19, 1999 to:**

Sarah E. Hardin
State Board of Community Colleges
1340 Turlington Building
Tallahassee, Florida 32399-0400
Fax: (850) 922-5383/Suncom 292-5383

Thank you for your assistance and cooperation in this matter. If you have any questions or concerns, please do not hesitate to call Sarah at (850) 488-0555/Suncom 278-0555, ext. 176 or by e-mail: *sarah@sbcc.firn.edu*.

TEF/sh

cc: Community College Presidents

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Enclosure

Board

John M. Belohlavek, Tampa
C. Ronald Belton, Jacksonville
Tom Gallagher, Commissioner of Education
Patrick E. Byrne, II, Niceville
Margarita R. Delgado, Miami
Richard W. D'Alemberte, Chattahoochee
James P. Kirby, Tallahassee
George I. Platt, III, Fort Lauderdale
Marjorie Starnes, Fort Myers
Wendell W. Williams, Avon Park
Alberta K. Wilson, Rockledge

Affirmative Action/Equal Opportunity Employer

State Board of Community Colleges
Study Abroad Program Review Survey

The purpose of this survey is to gather information about study abroad and international development programs within the community colleges in the State of Florida. The compiled information will be used to produce a Level I Program Review, which will subsequently serve as a resource for institutions in their efforts to initiate or expand international programs.

A. CONTACT INFORMATION

Name of Institution:

Name of department(s) or office(s) in which international studies program(s) are located:
(If there is not enough room for contact names, please continue on back of sheet.)

Contact Person(s):

Address:

Phone: Fax: Email:

B. PROGRAM STRUCTURE/CHARACTERISTICS

1. How are international/study abroad programs organized at your institution?
(Check all that apply)

   ❑ One office through which all campus study abroad programs are administered.

   ❑ Several different programs administered by several different faculty/staff.

   ❑ Other (Please describe):

2. If your institution has a centralized international studies/study abroad office, please list the number of employees in each area:
   Number of full-time professional staff: ____
   Number of part-time professional staff: ____
   Number of faculty: ____
   Number of full-time support staff: ____
   Number of part-time support staff: ____
   Number of student assistants: ____
   Other (please specify):

3. Describe the organizational structure of your program. Please include information on the placement of the program within the institution's organizational structure as well as the structure of the program itself. (Use back of sheet if necessary)

4. Does your institution belong to a consortium through which students may participate in study abroad programs offered by other institututions?

❑ Yes ❑ No (if No, go to Question 8)

5. If so, what is/are the name(s) of the consortium?

6a. What, if any, is/are the cost(s) of membership to the institution?

6b. What, if any, is/are the cost(s) of membership to the student?

7a. How does the institution benefit from consortium membership?

7b. How does the student benefit from consortium membership?

8. Does your institution participate in any international development programs/partnerships where the emphasis is not on study abroad, but rather on economic development, educational development, etc.? If so, please describe. If not, go to Question 10.

9. Are international development programs administered through the same office as study abroad programs? If not, indicate the office and contact person for those programs.

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10. Program Characteristics: If your institution administers any of its own programs, please indicate below the name and characteristics of each of the individual programs. (If more space is required please attach (an) additional sheet(s).

Program Title/Country or Countries	Length of Program	Semester(s) Offered	Program Concentration or Course Description	Cost to Student	Cost Includes	Contact Person, Title, Phone, & E-mail
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	
					❑ Tuition ❑ Housing ❑ Meals ❑ Travel ❑ Other (please specify)	

C. FUNDING

1. From what sources is/are your study abroad office/services funded? (Please check all that apply)

   ❑ Institutional Allocation ❑ Private Donations ❑ Federal Grants

   ❑ Student Activity Fees ❑ Business Donations ❑ State Grants

   ❑ Scholarships ❑ Other (Please specify): _____

2. What, if any, financial assistance is available for students who participate in a program?

D. STUDENT PARTICIPATION

1. Who is responsible for the recruitment of students for participation?

2. What types of recruitment strategies are utilized?

3. Are there other programs on campus from which student participants are automatically selected or included (i.e. Honors)? If so, please indicate which programs and the nature of their participation.

4. What recruitment strategies have proven to be most effective?

5. Do you make any efforts to include or attract the participation of specific groups of students (i.e. ethnic minorities, certain majors, etc.)? If so, which groups?

6. Are individual programs restricted as to the number of students who may participate?

7. If readily available, please attach a companion sheet which describes student participation in your study abroad programs. If possible, include information in the following areas.

   A. Cumulative participation totals in all programs over the last five years.
   B. Participation totals of individual programs.
   C. Demographic information on program participants: Gender, Age, Ethnicity, Major or Degree Program, etc.

8. What is the application process for students interested in becoming involved in a program?

9. What are the requirements for student involvement in programs administered by your institution? (Please check all that apply; if different programs include different requirements, you may want to simply attach information sheets/brochures that include eligibility requirements)

❑ GPA: _____

❑ Number of hours taken: _____

❑ Foreign language: (list programs by country which include this requirement) _____

_____

❑ Course prerequisites: (list courses & the specific program{s}) _____

_____

_____

E. FACULTY PARTICIPATION

1. Teaching staff for study abroad programs are recruited from which of the following sources? (Please check all that apply)

❑ My institution ❑ Business community

❑ General community ❑ On-site (host country) institution

❑ Other (please specify): _____

2. What general qualifications are required to be part of the teaching staff, i.e. study abroad teaching experience, foreign language, etc.?

3. What, if any, faculty orientation programs are in place?

4. Describe any international opportunities that are specifically designed for faculty education/development and do not include students. Indicate the administrator/contact person for those programs.

F. EVALUATION

1. Is there an existing evaluation process/plan for study abroad programs?

   ❑ Yes ❑ No

2. What is the focus of your evaluation?

3. What types of evaluation/feedback strategies are utilized to obtain this information?

4a. Do students participate in evaluation of the program?

   ❑ Yes ❑ No (If no, skip to question 5)

4b. If so, in what ways? (Please check all that apply)

   ❑ Individual Exit Interview ❑ Written Questionnaire/Survey

   ❑ Focus Groups ❑ Other (please specify): _____

5. According to your evaluation information, what appear to be the most significant student outcomes/benefits of participation?

6. According to your evaluation information, what appear to be the most significant faculty outcomes/benefits of participation?

THANK YOU FOR YOUR CONTRIBUTION TO THE PROGRAM REVIEW!!

Please return this completed survey by Monday April 19, 1999 to:

Sarah E. Hardin
State Board of Community Colleges
1340 Turlington Building
Tallahassee, FL 32399-0400

Fax: (850) 922-5383 / SunCom 292-5383

If you have any questions or concerns, please contact Sarah at (850) 488-0555 ext. 176 / SunCom 278-0555 ext. 176 or by e-mail: Sarah@sbcc.firn.edu